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ABSTRACT

As one part of the Career Options Research and Development (CORD) Social Service Aide Project, Prairie State College conducted Pilot A program to test and evaluate model career ladders and a core curriculum for the human services areas. Success included: (1) The college has successfully used methods of task analysis to expand the number of human services programs offered, (2) Through the human services programs, mature students of low income and minority groups have become an accepted part of the Prairie State student body, (3) Provisions have been made for continuity of the human services programs and students, (4) Course materials and teaching methods have been developed to convey content and foster involvement in the core curriculum courses, and (5) Work has been done toward the introduction of new programs and options. Among the failures of Pilot A are: (1) The entire core curriculum has not been tested, and (2) Little progress has been made in the accrediting and transfer of education acquired outside of the regular educational channels. Also included in the report are recommendations for program improvement. (JS)

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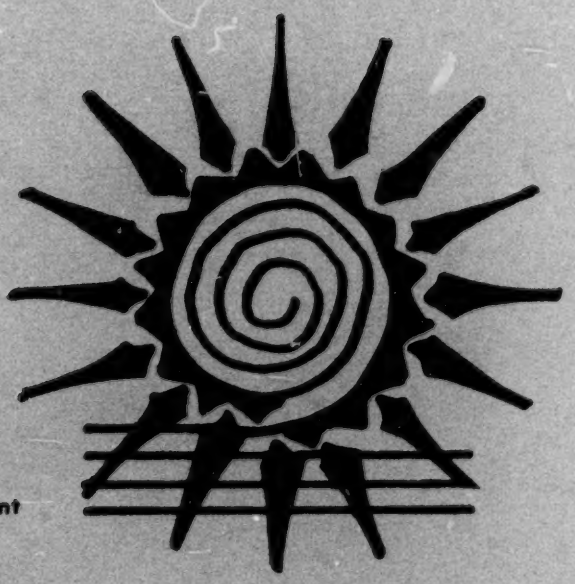
PILOT "A" FINAL REPORT

September 1971



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PILOT "A" FINAL REPORT

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CAREER OPTIONS RESEARCH AND DEVELOPMENT

(Social Service Aide Project For the
Training and Education of Paraprofessionals)

and

PRAIRIE STATE COLLEGE

Illinois Junior College District 515

September, 1971

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Chicago, Illinois

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National Center for Educational Research and Development
Division of Comprehensive Vocational Research
Branch of Career Opportunities

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CORD
Career Options
Research & Development

PILOT A FINAL REPORT

INTRODUCTION

The Social Service Aide Project got underway in the fall of 1968. The Office of Education, Bureau of Research grant was made to a coalition of community colleges plus the YMCA of Metropolitan Chicago to conduct a 3-year research project. Under the leadership of the YMCA, a staff of five was hired to perform a task analysis of social service positions, and--based on that analysis--to design, test and evaluate model career ladders and curriculum. The work of the first phase was carried out by a task force of college personnel and the SSAP staff. The second and third phases of the research were carried out according to sub-contracts between the YMCA and three out of the four colleges in the coalition. Each of the college programs was referred to as a "pilot;" Prairie State College, located in Chicago Heights, Illinois, was Pilot "A."

Two major decisions made early in the life of the project were important in shaping the entire project. It was decided to construct models which would apply to an entire range of human services rather than focus on what amount to a "junior social worker." It was felt that a core curriculum could be devised which would prepare paraprofessionals for entry into and movement between related career areas of health, mental health, social service administration, casework, group work, community organization, and child care. Education was later added as the eighth career ladder.

Scales and procedures were adapted and developed to observe, record and analyse the jobs done by people in these fields. The restructuring (on paper) of the many tasks performed resulted in a series of related career ladders permitting both vertical and lateral mobility. The ladders were supplemented by sample job descriptions. The core curriculum provided core courses for all human services trainees and specialized courses for entry into specific career areas. Subsequent testing and evaluation of the curriculum led to modifications in both the career ladders and the curriculum.

Many side issues were explored in the process. Such problems as articulation between junior and senior colleges, the accrediting of life and work experience, the feasibility of cost and benefit analysis, issues of community control, and development of teaching methods were presented in documents written and published by the CORD (SSAP) staff and college liaisons.

The second decision was to test and evaluate the curriculum through the colleges forming the coalition. It would have been possible instead to develop an independent training program which would test the curriculum, place the graduates, and evaluate their performance in comparison to a matched control group of social service employees. Such an alternative

might well have produced a tidy research report which could serve as a model to others or which could as well be shelved and forgotten. The Chicago area has seen many non-accredited educational and training programs which directly benefitted 50 to 100 trainees (for the same sized grant) and which terminated abruptly with the termination of the grant. In by-passing the established educational system, such programs preclude trainees' chances of continuing their formal education and vying for upward mobility. The "hit-and-run" demonstration projects and case-by-case approaches produce some immediate payoff but they do not effect the changes needed in those societal institutions responsible for perpetuating the system.

It was felt that the small grant could result in more impact if we attempted to institutionalize the curriculum in functioning college programs, to assure accrediting of the courses, and to begin the process of institutional change.

Since the funding source was the Office of Education, the primary target was the educational system. Impact on the employment system had to be secondary and was, for a variety of reasons, regretfully weak.

And since it is our thesis that there is no "final word" in a changing society, we are satisfied that the core curriculum has been at least partially adopted and that it will continue to be implemented, evaluated and improved for future classes of students.

SUMMARY OF PILOT A

In the fall of 1968, while several Prairie State College staff were involved in task analysis, the College offered Mental Health Technology and Child Development, both "veteran" programs starting their second year.

Through the spring of 1969, the Advisory Committee to the Social Service Aide Program met monthly and combined in June with the Advisory Committee to the Teacher Aide Program. Visits were made to potential employment sites, arrangements were made for financial aid to students, and courses were planned. A full-fledged Teacher Aide Program was initiated in the fall of 1969, and negotiations were begun to expand the few courses offered in social service into a Social Service Aide Program with the help of sub-contractual funding.

By the fall of 1970, a complete Associate of Arts major in Social Service Aide was offered. The Teacher Aide and Mental Health Programs were undergoing reorganization to incorporate the concept of a core (shared) curriculum.

As the fall, 1971, semester starts, a full third of the courses within these three programs consist of core courses delineated in the Phase I SSAP Final Report Overall, the Prairie State College experience has

resulted in evaluation and some modification of core courses as well as the addition of education (Teacher Aide) as a viable eighth career ladder within human services. Additional specialized options are available. For example, PSC students interested in becoming School Social Work Aides can enter through either the education or the social service major by taking specialized courses in the other area.

In less than two years, Pilot A has seen some remarkable accomplishments. True, the College has not tested the entire core curriculum. Nor has it been able to fulfill all aspects of the subcontracts. It has, nevertheless, made significant progress in instituting human services programs and has achievements to its credit which are above and beyond the contractual agreements.

This paper will document the successes and failures of Pilot A, attempting to discover the factors of both success and failure, and will arrive at recommendations addressed to college personnel involved in career-oriented paraprofessional programs.

SETTING: THE JUNIOR COLLEGE SYSTEM OF ILLINOIS

The state's Junior College System was created by the 1965 Illinois Public Junior College Act. Prairie State College, originally founded in 1958 as the Bloom Township Community College, was designated a part of the System in August of 1966.

The Junior College System initially offered career (or occupational) programs in engineering and industrial technologies, health occupations, and few programs designated as Public and Social Service--namely child development, fire safety, and police science. As the System has grown, so has the proportion of students enrolled in occupational, as opposed to baccalaureate and general studies, courses.

The Illinois Junior College Board and State Board of Vocational Education have encouraged the development of occupational programs, particularly the human services programs now gathered under the collective title of Public and Personal Services. In the fall of 1970, the State Board of Higher Education initiated a study of human services curricula across the state. Their appraisal of curricula at the junior college level has influenced planning of human services sequences at the two new "capstone" colleges, Sangamon State University (Springfield, Ill.) and Governors State University (Park Forest South, Ill.).

Although the occupational programs are usually regarded as terminal, human services graduates have succeeded in transferring to baccalaureate colleges, and many more are expected to do so as the capstone colleges grow in enrollment.

Even within a public system supportive of the development of human

service programs, Prairie State College was a forerunner in the planning of human services curricula by task analysis. It is hoped that the College will retain this leadership.

SETTING: DISTRICT 151

Beyond creating a unique role for junior colleges to serve within the educational community, career-oriented programs have implications in terms of characteristics of students served by the colleges and in terms of community and public relations.

District 151--Prairie State College--serves the southeast segment of Cook County, an area dominated by industry and containing a very diverse population. Chicago Heights, the site of the PSC campus, lies between East Chicago Heights, a poverty striken community, and such wealthy suburbs as Flossmoor and Olympia Fields.

Paradoxes abound. You'll find here one of the highest ratios in the state of doctors-per-capita; and you'll find infact mortality rates that exceed the poorest communities in Chicago. Over a thousand migrant laborers flood the area every summer to work the farms; many "settle out" of the migrant stream and look for employment in the factories. The growing Spanish-speaking community competes with the Black community for very scarce resources. Housing is in short supply. Health care is simply unavailable to many residents and to most migrants. Add to that, whites of many ethnic origins, rich and poor alike, and the result is a fragmented and often polarized community.

The four high school districts that feed into Prairie State College reflect this diversity. Each district is administered by its own board and relies heavily on local funding. Homewood-Flossmoor and Rich Township schools are suburban schools, college-oriented; their graduates enter PSC looking for liberal arts courses, i.e. the first two years of a formal education that will extend through at least a BA/BS degree. Bloom Township, with a heterogeneous student body, offers a fair balance of vocational-technical and college-oriented curricula. Crete-Monee is a small conservative district which will see changes in its student body as it incorporates a moderate-income "new town" now under construction.

Among the first decisions that a community college must make is which of the "communities" it will serve. For the first decade of its existence, Prairie State offered a basic liberal arts program plus well-established vocational-technical programs such as drafting technologies and applied arts. The addition of fire safety and police science and later of child development, mental health aide, teacher aide, and social service aide were expected to appeal to a different "community," namely to older persons with an employment history, especially minority and low-income groups who had not previously been given the opportunity

to continue their formal education.

Both the Board of Trustees and Advisory Committees have been composed of community leaders from public and private sectors. In March of 1969, Ashley Johnson, now PSC President, listed programs planned in partnership with industry, business, medical & dental professions: Electronics, Mechanical Technology, Computer Technology (Business and Scientific), Commercial Art, Secretarial Science, and Health Occupations.* At that time relationships were being formed with directors and staffs of a variety of service agencies, organizations, schools, institutions, and facilities in planning the human services programs. Included were groups which, unlike the businesses and industries of the area, could be considered anti-establishment. The creation of the Black Studies Program similarly brought new voices to the campus.

Students and interested individuals in the community have not hesitated to make known their critiques of the College's policies and personnel. Their voices were heard in the firing of a top administrator and attempted firing of a second, and they appeared on both sides of the controversy surrounding the Black Studies program.

While individual citizens have been less involved in the continuing teachers' union struggles with the administration, the local newspapers have picked up news and expressed editorial opinions on these internal affairs. The teachers' strikes and the several campus events which are "negative" in a public relations man's book, have made the Chicago metropolitan papers. Press coverage of the human services programs has, however, been positive and non-controversial. A single article on the PSC Teachers Aide Program in the local papers this past summer drew over 200 phone calls from persons wanting to enroll or to ask further questions.

Overall, the trend in college-community relations has been toward the inclusion of the lower-income community which was previously largely ignored. Through the early sixties, PSC--like many American colleges--was involved with the lower-income communities in a paternalistic way via such projects as 1) cooperation with the Human Relations Council in tutoring projects and 2) channeling volunteers to a settlement house to assist in recreational and educational projects. Those interested in community improvement are now seeing a different approach to the goal, i.e. by absorbing"community people" into the same institutional channels that have promised upward mobility to middle class students.

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*A. Johnson, "Cooperative Programs with Business & Industry," Illinois Adult Education Association Newsletter, Vol. XIII, #1, p. 7-9.

SUBCONTRACTUAL AGREEMENTS

The Subcontract for Phase II was negotiated during the fall and winter months of 1969. It was signed by Ashley Johnson, Acting President of Prairie State College, and by John O. Root, President of the YMCA of Metropolitan Chicago, on February 3, 1970 and was effective February 1 through August 31, 1970.

The Liaison's Report, quoted verbatim in this section, was contained in a memo, dated September 28, 1970, from R. Lindstrand, PSC Liaison, to R. Soong, Director of Career Options Research & Development for the YMCA of Metropolitan Chicago.

The Instructors' Report was written and submitted to Mr. Lindstrand in August of 1970 by the two instructors of the Group Work and Practicum courses, Ms. G. Sullivan and Mr. P. Popper.

The Students' Evaluation Reports are taken from a report written by Ms. Jean Wetzel, CORD Liaison to Pilot A, and based on students' responses to questionnaires. The complete report was submitted to the National Center for Educational Research & Development in January of 1971, as Appendix F to the First Quarterly Report for Phase III.

PHASE II AGREEMENT, 1969-70

The College Agrees:

1. To offer a minimum of two courses, three semester hours each, during the spring semester, 1970 and one during the summer session, 1970. Both courses will be appropriate to the needs of the participating agencies, and will be compatible with the core curriculum of SSAP as outlined in the Phase I Final Report. They will be planned and developed by the job analysis techniques to implement the Group Work career ladders.

LIAISON'S REPORT

The College did offer a Group Work Theory course in the spring term and a group work practicum during the summer term. Both courses were structured to reflect the task analysis completed under Phase I of the project and to reflect the needs of local participating agencies--Jones Memorial Community Center, East Chicago Heights Community Center, El Centro de Oportunidad, and Community Service Center (OEO).

INSTRUCTORS' REPORT

The structured class-room sequence of the Group Work I course was relatively very successful based on
(a) Attendance--Average attendance was 80%, indicating a high interest on the part of the students.
(b) Consistency in completing programmed course material was high.
(c) Participation in discussion was excellent; approximately 50% of the classroom time was spent on programmed materials, the other 50% on discussion. All students participated in the class discussion, sharing opinions, ideas and experiences. Frequently the ten minute class break was forgotten or dispensed with so as not to interrupt the flow of discussion. There was a great deal of integration of material presented in class with the students' work activity. Most of the students were able to move from theory to practice in the discussion period. The students freely brought up work-associated problems for group discussion and solution. The students were eager and willing to participate in role plays, experiments and demonstrations.
(d) Test scores--Highest possible score: 16
Range of test scores: 16 - 6½
Median Score: 10.5
Mean Score: 11.8

There were numerous difficulties with the Group Work Practicum. It was offered during the summer when (a) the students work loads were increased to meet agency needs; (b) there was difficulty locating a client population due to on-going programs in which potential clients were enrolled; (c) students were scheduled for vacation with few or no alternatives; and (d) clients were vacationing. Application of theory in the Group Work Practicum was performed under constant supervision and direct prompting by the trainors (instructors).

STUDENTS EVALUATION

In late summer of 1970, questionnaires were sent to PSC students who had enrolled in classes offered by Human Services Programs the previous spring semester. They were asked to complete the questionnaires and to return them anonymously by mail. Questionnaires returned by

students who had enrolled in the Social Service Aide Program courses were made available to the CORD(SSAP) staff as a supplement to their evaluation and an aid in planning future courses.

The return was light--14 in all (a little over ½ of enrollees)--but the findings are interesting. Six had taken SS 101 (Background of Social Welfare), 5 had taken SS 102 (Introduction to Casework & Counseling), and 3 had taken SS 203 (Group Work). Evaluations of SS 101 were generally negative; of SS 102 and SS 203 generally positive.

The Group Work students rated the course organization and content very high; their responses to the instructors was equally positive. Although most of the students did not return questionnaires, they did participate in a workshop on "New Careers in Human Services," on August 26, 1970. Minutes of the Workshop include the following comments:

"Gerri (Sullivan) introduced Mr. Porfirio Torres and Mrs. Williams, two graduates of the course. Mr. Torres said that he has worked with youths as a volunteer for the past 2 years. Applying what he had learned through the course "worked better" than the techniques he had tried before. Wanting to work with juvenile delinquents, Mr. Torres applied to the State for employment. He was given an oral examination in group work and passed the test with an "A", a success he attributes to the course. Mrs. Williams, whom Gerri describes as a natural leader, has been working for the East Chicago Heights Community Center as a group worker with girls aged 13-21. Her testimony: "The course in itself was beautiful. I did better with the girls when I knew about communication, structure, and things like that. In September I plan to enroll at Prairie State as a full time student." "

AGREEMENT

The College Agrees:

2. To fully accredit the courses to be offered and to take specific steps to secure the acceptance of these courses as transfer courses by senior institutions, particularly Governors State University which is now planning programs in the human services area.

LIAISON'S REPORT

Both courses have been fully accredited by the College. In addition, members of the Department of Human Services met with President Engbretson and staff members of Governors State University in an effort to establish a basis for the transfer of all human services oriented courses to that institution. Subsequently, additional discussions have been held with Mr. Albert Martin, who functions as Governors State's representative to feeder community colleges.

AGREEMENT

The College Agrees:

3. **To cooperate with the contractor in the development of appropriate means of evaluating the educational outcomes of the institutional activities conducted by the college and the extent to which the on-the-job effectiveness of the trainees is enhanced through participation in the program. Specifically the college agrees to cooperate with the contractor in facilitating any cost benefit analysis that the contractor may develop. In addition, the college agrees to develop an exemplary evaluation program, which will include individual and group visitation, conference with instructors, professional and paraprofessional personnel from the cooperating agencies, and student feedback on instruction and curriculum.**

LIAISON'S REPORT

Evaluation of the educational outcomes has been focused almost entirely on performance in the two courses. In addition to the comments in the attachment prepared by G. Sullivan and P. Popper, other evaluative inputs have been secured by means of class visitation and contact with agency people. Evaluation will not be complete until a survey, now underway, will be completed. This survey will include the students as well as agency personnel of the four participating agencies listed above.

STUDENTS EVALUATION: CONCLUSIONS

On the basis of these findings, it was decided to completely revise the course SS 101. The emphasis of the revised

course will be on Social Institutions of the present rather than on the long history of the field of Social Work and traditions of the English-speaking countries. The revised course will be offered Spring, 1971, with a different instructor. New texts and course materials will be used. SS 102 will be revised less drastically. SS 203, was, of course, the one of particular interest since CORD(SSAP) was able to contribute most directly to its planning and implementation. This evaluation plus informal interviews with the SS 203 students lead us to conclude that only minor changes should be made in its presentation.

"PILOT A CURRICULUM EVALUATION" (September 30, 1970)

The instructors were in the best position to evaluate the course, the students' progress, and the value of the materials. They were pleased with the ability of the enrollees to understand and apply sophisticated concepts, generally to handle college-level work. They found the students both open and perceptive in describing the problems they experienced in their work situations. In fact, the instructors learned more about the work done by enrollees and could measure their progress much better than could the agency directors and supervisors responsible for that work.

Both the instructors and Mr. Lindstrand were in close touch with the employers. These directors and supervisors were not really very helpful either in defining the work done by New Careerists or in noting their degree of progress. In fact, the very lack of supervision, guidance, assessment, and support for the paraprofessionals within these agencies led them repeatedly to seek individual counsel and advice from the instructors.

AGREEMENT

The College Agrees:

4. To promote and assist agencies in the demonstration of the career ladder concept and appropriate utilization of staff. Specifically, the college will cooperate with the contractor in inducing cooperating agencies to restructure their patterns of utilization of

human service manpower in order to implement the career ladder concept.

LIAISON'S REPORT

Most of the efforts to promote the use of career ladders have been without immediate results. Through meetings with agency directors, efforts have been made to explore the career ladder concept and its advantages. However, there is no evidence that any changes have been made or are being considered. In general, local agencies are operating under severe budgetary limitations which do not permit innovations in staff utilization.

PILOT A CURRICULUM EVALUATION

In choosing to go the "New Careers" route, Prairie State has put itself in the position of advocating job restructuring, career ladders, credit for work experience, and other goals which prescribe a new role vis a vis the social services, community agencies, institutions, civil service, governmental structures and other employers. It was found that while private employer-agencies are very amenable to cooperation, they are also small and are themselves struggling for survival. These agencies have long ago hired nonprofessionals to do a professional job because it's "what they can afford." It doesn't really make sense to talk of career ladders in a 4-man agency. The large public agencies, on the other hand, easily rebuff the college's interest through indicating the the college should "mind its own business" (defined narrowly), or by referral "upstairs" (to the State capital, to Washington, DC, the "budget people" or to the taxpayers)--generally to a level that a junior college cannot address.

AGREEMENT

The College Agrees:

5. To recruit and compensate instructors who will be able to work effectively with new careerists. The college also agrees to conduct any necessary in-service training for instructors that may be required to increase their effectiveness and relevance to training and education of paraprofessionals.

LIAISON'S REPORT

The two instructors who were recruited for the group work sequence were outstanding in several respects. Educated through the masters degree in social work at the University of Michigan, both instructors were very responsive to the basic thrust of the project and were able to develop some highly appropriate and innovative materials and procedures. In-service training was oriented to the aims and philosophy of a community college and the aims and purposes of the total project.

PILOT A CURRICULUM EVALUATION

The instructors were Miss Gerri Sullivan, Director and only paid staff member of Respond Now--a small social action agency in Chicago Heights, and Mr. Paul Popper, staff member of the Institute for Juvenile Research in Chicago. Their combined skills and knowledge areas included research and social services, psychology, sociology, and social work. Both young, the instructors approached the task with enthusiasm and commitment, expending far more time and effort than had been anticipated.

PILOT A CURRICULUM EVALUATION: CONCLUSIONS

The overall conclusion we are forced to reach is that the process of testing an innovative curriculum requires teachers who understand and agree with the method of creating that curriculum. In this case the instructors readily grasped the career-orientation upon which the curriculum is based; they were familiar with the Phase I Final Report; they were experienced in the world of work, the agency situations, the problems and needs of the Heights'low-income communities. Academic qualifications of teachers might be necessary but it is by no means sufficient for testing of the Human Services Core Curriculum.

AGREEMENT

The College Agrees:

6. To recruit students, with the active involvement of the cooperating agencies, who are either now employed by the agencies or who are likely to be employed by the cooperating agencies or other agencies.

AGREEMENT (Cont.)

The college further agrees to accept students regardless of their previous educational background or career attainments, and to take positive and specific steps to develop financial support in the form of scholarships, aids, and/or grants based on need. The latter activity will include public information activities designed to develop interest in the project and financial support on the part of the community, civic, business, industrial, and religious groups.

LIAISON'S REPORT

Recruitment of students from agency personnel was highly successful. Of the fifteen students enrolled in the theory course, only one was not, in some way, connected with a local agency. All of the summer practicum students were agency people. The success of this phase of the program was due, in great part, to the efforts of Gerri Sullivan, one of the instructors. Miss Sullivan, herself director of Respond Now, a local referral agency, was well acquainted with agency directors and their staffs. Miss Sullivan's efforts on behalf of the project were instrumental in securing the cooperation of local agencies.

PILOT A CURRICULUM EVALUATION

Enrollees were recruited among staff and volunteers of Chicago Heights agencies and organizations. The instructors can be credited with recruitment of most of the 16 who signed up for the SS 203 course and the 8 who took the subsequent Practicum course. The enrollees were older than "regular" PSC students; most were middle-aged, the youngest in the class being 26. All were working at least parttime, some up to 60 hours a week, and most had family responsibilities. Of the 12 who completed the SS 203 course, only 2 had had any previous experience with collegiate work. Some had not even finished high school. True to its word, the college waived the high school requirement and accepted for credit all who applied.

ADDITIONAL COMMENT

The following agencies and organizations have been involved in some phase or phases of the Social Service Aide Program planning and implementation at Prairie State College:

Catholic Charities
Chicago Heights Human Relations Commission
Community Effort Organization (OEO)
Cook County Department of Public Aid
Cook County Negro College Fund
East Chicago Heights Community Service Center
El Centro De Opportunidad (OEO)
Family Service and Mental Health Center of South Cook County
Glenwood School for Boys
Illinois Commission on Human Relations
Illinois Migrant Council
Jones Memorial Community Center
Manteno State Hospital
Office of Cook County Superintendent of Schools
Project Headstart
Respond Now
Salvation Army, Chicago Heights
Wildwood School, Park Forest.

AGREEMENT

The College Agrees:

7. To participate in the refindment and modification of the core curriculum as indicated by the short-term and long-range results of the evaluation program.

LIAISON'S REPORT

Separate materials, being submitted by Popper and Sullivan, reflect revisions in the core curriculum as the result of their evaluation of the group work theory course.

INSTRUCTORS' REPORT: RECOMMENDATIONS

Ideally the course should consist of two, three-hour semesters, a total of (6) credits to be given at the completion of the second term. This would in practice be a group work theory and application course. Theories are seldom put into practice unless there is an opportunity for immediate application. The para-professional usually needs help in applying theories to actual work situations.

The course ideally should be a combination of theory and practice with formation of groups taking place early in the course (about the second month). This

allows for immediate application of theory and insures ample time for a group to be organized before the termination of the course. It also gives the student a longer period with which to work with the group, thus increasing possibilities for effecting changes and realizing group goals.

ADDITIONAL COMMENTS

The Group Work syllabus, consisting of a Students Manual and a Teachers Manual, were revised by the instructors and were submitted to NCERD (as part of the Addendum to Pilot A Evaluation) in November, 1970.

Their recommendations on combining theory and practice as well as on content presentation have been incorporated in revised course outlines for the high school, AA and BA levels curricula.

AGREEMENT

The College Agrees:

8. To assist in the expansion of the human service career ladders and related curriculum above and below the AA level. Specifically, the college agrees to initiate discussions with its four feeder high schools and the new Governors State University in order to explore the potentiality for an integrated and progressive curriculum. The college also agrees to establish short-term certification programs as appropriate.

LIAISON'S REPORT

Expansion of the career ladders above the AA level was discussed with Governors State University in connection with transfer problems. In addition, approaches have been made to Bloom Township High School, a feeder high school. Further discussions will take place this fall with the aim of introducing human services courses into Bloom's curriculum, effective September, 1971. The College will issue certificates for completion of a 30-hour program in any of the human services programs now in existance or in any program that might be adopted in the future.

PILOT A CURRICULUM EVALUATION

In addition to expanding the course offering of the Social Service Aide Program, Prairie State had contracted to "push"

the concepts of career ladders and restructuring in their contacts with employers and to initiate relationships with both senior institutions and secondary school districts to extend the curriculum. In both functions, the College cannot be faulted for lack of trying. These schools and agencies are now at least brought up-to-date with the "New Careers movement," with the aspirations of paraprofessionals, and the purposes of a human services curriculum.

Dr. Newland, Bloom Township High School Dean for Curriculum Development, has invited Prairie State and CORD(SSAP) representatives to bring a proposal for a Social Service Aide Program to the fall, 1970 meeting of the Vocational Advisory Board. Although Dr. Newland was contacted in March of 1970, the long lead time required by the public schools meant that September, 1971, would be the earliest that such a new program could be implemented. Because Mr. Lindstrand felt that Bloom Township was the "best bet," relationships with the other three secondary school districts were not initiated. In reassessing this judgment over the summer months of 1970, Mr. Lindstrand has recommended that contacts be made with these other districts in the near future.

Both the President, Dr. Engbretson, and the Liaison to Community Colleges, Dr. Albert Martin, of Governors State University have given berbal assurance that any credits granted by Prairie State College, whether for academic, work, or life experiences, will be recognized and accepted by the new University.

AGREEMENT

The College Agrees:

9. To take concrete steps to expand human service career ladders by means of new curriculums. Specifically, the college agrees to develop and promote AA programs in two new areas: community relations and community organization. These programs would be inaugurated in the fall of 1970, subject to local community needs.

LIAISON'S REPORT

Development of New Career ladders has been inhibited by the financial problems of the College. In fact, for the year 1970-71, no new programs can be introduced. However, it is anticipated that if the core program, as outlined in the Phase I Report, can be adjusted, the economies realized should permit the introduction of additional career ladder programs.

PILOT A CURRICULUM EVALUATION

Throughout Phase II, Mr. Lindstrand has been in touch with the Illinois Commission on Human Relations; the foundation has been laid for development of a program in Race Relations (or Community Relations) Assistant, an interdepartmental effort between Human Services and the Black Studies Department.

Consideration has been given to the development of interdisciplinary courses, particularly the biology, communications, and physical education courses specified by the core curriculum. Also under consideration are the development of additional specialized options, for examples: recreation aide, youth worker, community organization worker, and gerontology specialist.

AGREEMENT

The College Agrees:

10. To provide such support activities as the preparation of institutional media; duplication services; clerical and secretarial services; office and classroom facilities; and involvement of various staff members as needed.

LIAISON'S REPORT

Support activities have been furnished as required. In general, the attitude of the Board of Trustees and the administration has been positive and supportive. In spite of the Board's myopia in many areas of the College, the Board has been enthusiastic about the human services area.

ADDITIONAL COMMENTS

As "in-kind" contribution to the pilot project, office and classroom space were provided along with various equipment and supplies. The Learning Center (Library) provided duplicating and other services. Most valued contribution was time of administrative and faculty staff members.

The cooperating agencies also contributed with support activities. Jones Memorial was the site of class meetings, of the August Workshop, and of numerous meeting between the instructors and agency personnel. Other agencies provided space for supervisory meetings during the summer practicum.

AGREEMENT

The College Agrees:

11. To assign the Director of Human Services as local coordinator to the project. The Director will be responsible for carrying out the responsibility of the college under the terms of this contract.

LIAISON'S REPORT

This was accomplished.

ADDITIONAL COMMENTS

Despite the Liaison's terse report, a major problem was evident in this condition. The Liaison was Director of the Social Science Department and Coordinator of the Social Service Aide Program.

Plans had been made in early 1969 to combine the human service programs with fire safety, police science, and additional new programs. The Department of Public and Personal Services thus created would be headed by a Director who would oversee the Teacher-Coordinators of the various programs. The administrators, therefore, did not encourage the formal formation of a department of human services, and there was no provision for the director of such a department.

PILOT A CURRICULUM EVALUATION

A full test of the curriculum would have required interdepartmental and interdisciplinary cooperation to an extent that is unprecedented at Prairie State. A less ambitious test would have sought to establish a core curriculum for human service programs along, having accepted the corpromise of requiring the standard English, Biology, Social Science, and Physical Education courses. Teacher-Coordinators of three human service programs cooperated in program planning and implementation but none had authority over the others.

Through both Phase II and Phase III of the project, the Liaisons functioned in the capacity of director of human services. Although they were treated as directors, the formal granting of the title, status, salary, and authority was not forthcoming.

AGREEMENT

The College Agrees:

12. To demonstrate, test and evaluate a procedure for granting and recognizing college credit for life and work experience.

LIAISON'S REPORT

No concrete results here. However, the commitment is here. Once the criteria have been formulated, it would only be a matter of formulizing the matter by making it official College policy. There is no reason why this couldn't be accomplished sometime this fall.

PILOT A CURRICULUM EVALUATION

Credit is, of course, granted for work performed in a practicum course. And provision is made that department heads can waive course requirements. A structured and standardized procedure has not been worked out, however, and it is recognized that leaving it to department heads permits inequitable treatment of students.

The Illinois Junior College Board has mandated the community colleges of the state to develop proficiency examinations for all courses. The faculty of Social Service Aide, Teacher Aide, and Mental Health Programs have begun to devise these examination schedules, and it is anticipated that Phase III will see at least a first draft of their product.

AGREEMENT

The College Agrees:

13. To maintain and made available such work records as to reasonably substantiate the above listed activities.

LIAISON'S REPORT

I have the records and will supply upon request.

ADDITIONAL COMMENTS:

No difficulties were encountered in the maintenance of records or billing and reimbursement procedures. Less than the $13,000. allocated for Pilot A was actually expended by the pilot project.

PHASE III AGREEMENT, 1970-71

The Phase III subcontract was negotiated through January of 1971 and signed in February. The subcontract, effective October 1, 1970 through September, 1971, was budgeted for 11 months (through August).

Liaison for this phase was Mrs. Mary Ann Johnson, Teacher-Coordinator for both the Teacher Aide and the Social Service Aide Programs. Mrs. Johnson was co-author of the Teacher Aide Handbook: A Guide for New Careers in Education (Interstate Printers & Publishers, Inc. Danville, Ill. 61832,; 1971). She was a member of the Curriculum Committee which sanctions all curriculum changes for the College and of the Black Studies Committee which was called together to evaluate the Black Studies Program.

AGREEMENT

The College Agrees:

1. To extend the research and design of human services core curriculum from the AA level at the college, to at least one each of feeder high schools and baccalaureate level colleges or universities:

   (a) Bloom Township High School--To continue the relationship initiated during Phase II, to prepare a proposed course outline and attempt to obtain the approval of local and state personnel to initiate a high school level career-oriented human services program;
   (b) Homewood-Flossmoor High School--In meeting with counselors and other appropriate personnel, to expand the Diversified Occupations Program to include Human Services Programs courses at the college;
   (c) Rich Township High School--To explore with administrators the feasibility of developing high school programs in human services;
   (d) Governors State University--To continue articulation of the Teacher Aide Program, to articulate the Mental Health Technology and Social Service Aide Programs, and to proceed similarly with new Human Services Programs;
   (e) Other Colleges and Universities--To encourage the development of Human Services Programs at the baccalaureate level by devising course outlines for post-AA-level sequences.

REPORT OF PROGRESS

Both Bloom Township and Homewood-Flossmoor High School Districts participate in the Diversified Occupations Program at Prairie State College. High school students are enrolled parttime at the College and receive college credit. None, however, has elected to take Human Services courses.

Such cooperative programs as the Diversified Occupations seem to work out to the advantage of all. Students can accelerate or specialize. The high schools can offer a much broader range of courses without going to the expense of providing new programs. And the college can draw from a larger student body, offering courses even where there are not enough college students alone to meet the minimum class size.

The Human Services Teacher-Coordinators continued to meet with Governors State University around articulation of all programs. A number of PSC graduates have been accepted in the beginning classes of GSU for the fall semester, 1971. Several GSU staff attended the Conference sponsored by CORD(SSAP) and PSC in May, 1971; They contributed a speaker, a discussion leader, and active participants. All indications are that there will be no problem with transfer of credits from PSC to GSU. It will be some months, however, before we can examine human services sequences at the new university.

Other colleges and universities were invited to attend the Conference in May. The response was disappointing, apparently because of conflict in dates with other meetings and conferences which would draw from the same colleges. It should be noted that PSC human services graduates have been able to transfer to other colleges and to universities without loss of credit.

The only "no action" to be reported within this section of the subcontract relates to Rich Township. Since time was severely limited, this is one of the commitments which was designated low priority. Rich Township, like the other three feeder districts, has a work-study program and could develop a variety of practicum courses out of that experience and set of relationships. Like Bloom, Rich would more likely join the Diversified Occupations program than implement new programs during the current economic crisis.

AGREEMENT

The College Agrees:

2. To measure and extend the impact of the Human Services Career Development Program at the college:

(a) To conduct a review of courses offered by the Social Service Aide Program, Teacher Aide Program, and Mental Health Technology Program, and to cooperate with the Child Development Program, in order to eliminate duplication, incorporate courses to be shared by two or more programs, to plan and to implement revised and new courses;

(b) To continue planning with Thornton Community College and Governors State University toward instituting a model program of school personnel in District 151 (South Holland) to upgrade the educational system and to expand career options for paraprofessionals in the public school system;

(c) To continue planning with the State of Illinois Human Relations Commission toward development of a Community Aide Program based on the job analysis approach and utilizing the human services core curriculum;

(d) To cooperate with the contractor in development of evaluative mechanisms for continuing review and updating of the Human Services Programs at the college and in development of cost and benefit analysis or such other techniques as seem applicable.

REPORT OF PROGRESS

The review of courses was begun in October of 1970 and completed in early January of 1971. Applications for modification of curriculum were submitted to, and subsequently approved by, the Curriculum Committee in January. The results were seen as early as the fall of semester of 1970 when the core curriculum's biology course was introduced. Attempts failed to institute the interdisciplinary Communications courses. Further results of the curriculum review were included with the Third Quarterly Progress Review as Appendix E. Excerpts follow:

> **Of the courses required, semi-required (choice of two), or elective, close to half are shared by two or more of the three Human Services Programs at Prairie State. Slightly more than half (37 out of 71) are specialized or unique to one Program. (This is probably the optimal balance; both the economy and cross-fertilization of a core curriculum and the specialized content for each career area are provided.)**

> By contrast, the Child Care Program curriculum, which might be expected to show common courses with the three Human Services Programs, is by our definition entirely specialized. . . . Bypassing the several Child Development courses open to Human Services students, Child Care duplicates them among the 12 courses offered by the Child Care Department and required of all Child Care students.

The Child Care Department cooperated in the development of an exemplary tutoring program. **Fifteen students, those "who needed it most," were drawn from the Human Services and Child Care Programs. Phonics tests were used to test their reading ability both before and after individualized and small group sessions in literacy training. The program was an unqualified success. All students made significant progress in reading ability. Although the tutoring was non-credit, it is anticipated that the experience will give a big boost to students' achievement and enjoyment of further accredited courses.**

The Elementary School District 151 proposal was written by Mrs. Johnson on behalf of a task force consisting of personnel from PSC, Governors State University and Thornton Community College. The proposal was submitted to the Career Opportunity Program of the Department of Health, Education, and Welfare. Despite immediate and positive verbal response from Washington, the negotiations have not yet been completed, and in fact, it may be necessary to initiate an appeal procedure to obtain further consideration. Again, the problem seems to be lack of funds rather than lack of initiative and innovative ideas.

The development of a Community Relations Aide Program is similarly stymied. Prairie State College administrators flatly refuse to even consider the addition of new programs, and the motive is money. Throughout the two years of planning that have gone into the Community Relations Aide Program so far, there have been additional difficulties in interdepartmental relations between the Human Services and the Black Studies Departments. At this point, it appears that the controversy surrounding the Black Studies Program has subsided, following positive evaluation by the Committee appointed to study it.

It has,however, been possible to institute new specializations within the established Human Services Programs. For example, Social Service Aide Program students have options of taking Mental Health courses--which would prepare them to work in social service within mental health institutions and facilities--or of taking Education courses toward working as a school social work aide. It is thus feasible that the community relations, race relations, etc. specialties could be incorporated as options rather than started as new

programs, at least initially. Even so, new courses would have to be added, and the innovation will have to await better times.

Evaluation of courses (and of instructors) followed the precedent of Phase II. The following is taken from the Evaluation for Phase III.

> EVALUATION, SPRING SEMESTER, 1971
>
> Prairie State College again surveyed students' evaluations of human services courses. Results are available for a total of 9 classes. Out of 169 students enrolled in the 9 classes, a total of 123 returned questionnaires, a return rate of 73%.
>
> . . . Responses were added up for each student, scoring a 1 for each "most negative" response to 5 for each "most positive" response (excluding identification questions 1-8, and questions 12 and 20 on difficulty). The highest score possible was 120 and the lowest possible was 24. The highest evaluation score actually granted was 120 and the lowest was 58. The distribution was definitely skewed to the high end (positive evaluations) and showed a mean score of 97, a median of 99.5 and a mode of 105.

AGREEMENT

The College Agrees:

3. To validate the research and developmental functions of human services at the college:
   (a) From the college's experience during Phases II and III, to make recommendations for the revision of the Core Curriculum course outline developed in Phase I, to bring it in line with further task analyses and to incorporate the Teacher Aide options as an eighth career ladder;
   (b) To produce the following syllabi and advisory documents supplementing the Human Services Programs courses offered by the college: (1) Community Resources Manual--innovative course materials for a new course to be implemented September, 1971, (2) Student Manual--for recruitment and orientation to the human services careers, and (3) Advisory Document for coordinators, teachers, and program planners. The focus of the last-named manual will be problem-oriented and will draw upon the college's experiences with problems of illiteracy, need for counseling, teacher training, and other concerns.
   (c) To sponsor a conference in May, 1971, to bring together college faculty and administrators, education officials of the state and county, publishers of educational materials,

AGREEMENT (Cont.)

students, and others toward (1) advocacy of further articulation and transfer of credit among educational institutions, (2) development and evaluation of syllabi, guides, and other course materials for the human services at the associate and baccalaureate degree levels.

REPORT OF PROGRESS

All of these provisions have been or are being satisfactorily completed. Education has been incorporated into the human services career ladders; PSC recommendations on course content and delivery contributed to many of the advisory documents produced by CORD(SSAP) staff in the final months of Phase III.

The syllabi and advisory documents to be produced by Pilot A personnel are in process and should be published by the end of September, 1971.

The Conference on Human Services was held May 6 & 7, 1971, at the Dixie Governor Motel in East Hazel Crest, Illinois. It consisted of panels of speakers, workshops, discussion, and a display of educational materials. About 60 people attended; they represented mostly community colleges ranging from East St. Louis on the south to Milwaukee on the north. Proceedings of the Conference were sent to participants and others in August of 1971.

AGREEMENT

The College Agrees:

4. To provide means for testing of curriculum and course materials through the recruitment and compensation of instructors who will be able to work effectively with new careerists, the orientation and training of instructors as needed to increase their effectiveness, the recruitment and evaluation of students for the human services programs, the provision of assistance in obtaining such financial aid as is needed by students, and such administrative support as is needed for further implementation of the core curriculum.

REPORT OF PROGRESS

Enrollment of students in the Teacher Aide Program was greatly increased over Phase II. Enrollment in the Social Service Aide and Mental Health Programs was about the same as the previous year. While vigorous recruitment of students makes a difference in the numbers of students enrolling in a program, the employment situation probably has at least equal impact. The public school systems

have opened up as many slots for Teacher Aides as the College can fill. Positions for Social Service and Mental Health Aides have been fewer. The State Departments of Mental Health and Public Aid--potentially the largest employers of aides--have instituted hiring freezes and other economy measures. Public Aid has, in addition, been very slow to develop the aide positions required by HEW guidelines.

Scholarship funds have been used judiciously within all three programs. Partial rather than full scholarships were granted in order to assist as many students as possible. The scholarship fund was supplemented by profits from the sale of the Teacher Aide Handbook in the College Bookstore. Finally, a Committee was set up to generate new sources for scholarship funds.

The orientation and supervision of teachers proved to be time-consuming. The Board of Trustee's decision to hire only part-time teachers was a successful economy measure from the administrative point of view but it resulted in Coordinator's having to spend much more time in supervision. Nevertheless, the Liaison was able to staff all courses with qualified instructors. In the nine classes evaluated, the students responded favorably to the instruction.

Generally speaking, administrative support was forthcoming. The Curriculum Committee and Dean of Vocational Services approved modifications in curriculum and other implementation, within the budgetary limits.

AGREEMENT

The College Agrees:

5. To provide such support activities as the preparation of institutional media; duplication services; clerical and secretarial services, office and classroom facilities and involvement of various staff members as needed; To maintain and make available such work records as to reasonable substantiate the activities indicated in this agreement.

REPORT OF PROGRESS

There were no difficulties with this provision. Facilities and services were provided as requested.

SUCCESSES

1) Prairie State College has successfully used methods of task analysis to expand the number of Human Services programs offered. The Human Services Advisory Committee continues to oversee progress of the semi-formalized department of Human Services. At this time, PSC students may enroll in any of three certificate and degree-granting programs with the expectation that their course work will be relevant to work in social services, mental health, school occupations, and related fields.

2) Through the Human Services programs, a "new kind of student" has become involved with the College. Mature students, working and supporting families, members of low-income and minority groups, have become an accepted part of the Prairie State student body.

3) Despite the turnover of personnel in several of the Human Services program positions, provision has been made for continuity of programs and students. Tuition aid and scholarships are provided to assist as many low-income students as possible. Literacy tutoring has been institutionalized; it now involves 45 volunteer tutors and will probably continue to expand.

4) Course materials and teaching methods have been developed to convey content and foster involvement in the core curriculum courses. A fund of teaching experience has been built up which will facilitate introduction of new courses in the future.

5) Some spadework has been done toward the introduction of new programs and options as well as new interdepartmental courses such as the Communications sequence. The relationships already formed with community agencies and organizations will aid in such innovations and will continue to facilitate the recruitment of students, teachers, practicum and placement sites.

Factors in Success

Without question, the major factor in these successes has been the outstanding talents and devotion of the Pilot A personnel. It is most unfortunate that key faculty have left the College (among them the two Group Work instructors of Phase II and the Liaison of Phase III), but it is expected that they will continue to advocate and work for the project goals in their new settings.

Both the official structures of the public colleges of the state and the trustees and administrators of Prairie State College have been supportive of the development of Human Services programs. In addition, many community agencies and organizations--directors, staff, and clientele--have responded positively to the College's efforts.

Institutions can and do change. It is the quality and interrelationships of people working within the system that will determine the rate and direction of change. It has been the quality and interrelationships of Pilot A personnel--their personalities and personal influence--that have produced the successes of the pilot project.

FAILURES

1) The entire core curriculum has not been tested. The College was unable/unwilling to commit itself to testing the entire curriculum or to demonstrating entry into all of the career ladders included in the task analysis findings. Efforts to affect the operations of cooperating agencies via task analysis and job restructuring were unsuccessful.

2) Little impact was made on high school curriculum and only slightly more impact was felt in baccalaureate and higher education. The transfer of credit continues to be a risky operation, too often resulting in loss of credit. (Credits represent an investment of time and money.) The conference held to pursue these concerns was relatively unsuccessful.

3) Similarly, little progress has been made in the accrediting and transfer of education acquired outside of the regular educational channels. The development of proficiency examinations to test work and life experience has fallen behind schedule, not, it should be noted, at the fault of Prairie State College.

4) The evaluation schedule, while valuable on its own terms, was an inadequate research tool, a failure which should be attributed largely to CORD(SSAP) rather than to the Pilot A personnel at the College.

Factors in Failure

The failure of the College to test the entire curriculum resulted both from a lack of resources and from appraisals of the employment situation. This is, moreover, a failure to meet the expectations of the Department of Health, Education, and Welfare rather than a reneging on the subcontract.

The lack of progress in the areas of articulation with high schools and baccalaureate colleges and the accrediting of life/work experience are consequences of severely limited time. Both Phase II and Phase III Liaisons were involved in a variety of time-consuming duties and activities. Neither was able to spend sufficient time on the pilot project concerns. Consequently, when a choice had to be made between commitments, the decision was usually made to concentrate on "internal" activities (initiating new courses, supervising faculty, counseling students, committees and task forces).

External commitments called for in the subcontracts (contacting other schools, exerting influence on agencies and organizations, etc.) suffered. Where priority decisions had to be made, CORD (SSAP) often concurred in the choice of the more "internal" ones.

CORD(SSAP) and Prairie State College were operating on different "calendars." The new semester was often already underway by the time that negotiations could proceed for subcontractual agreements. The lead-time on such factors as practicum placements and evaluation instruments precluded strategy shifts and last minute decisions.

The pilot was not conducted in a laboratory setting. Although the Human Services programs were not the focus of campus controversy, they were affected by union conflicts, teacher strikes, student movements, incongruent expectations between college and community, and internal issues. The archenemy of innovation was primarily the shortage of resources--money. It meant that departments, faculty, students, and all interests were competing for very limited funds. Shortage of funds meant overworked staff. It meant hiring parttime (non-tenured) teachers,and it meant having to dig for scholarship money. Also: minuscule budgets for materials; having to share a secretary with other departments; and not enough counselors and auxiliary staff.

The College was not the only organization to be in poor financial shape. The agencies and other potential employers were in a similar bind. The largest public agencies were subject to hiring freezes. Had it been able to do so, the College would have been unwise to train more Human Services graduates than could be absorbed into the employment market.

PROSPECTS

Prospects are very good that the Teacher Aide Program will continue to operate successfully. The Mental Health Program is expected to progress, but the Social Service Aide Program is in a shaky position. In all three cases, the faculty of the Programs are competent and dedicated. The differences among them are in employment openings. The possibility exists that this fall semester, 1971, may be the last of the Social Service Aide Program, at least as it currently exists--a two-year degree-granting program. Such an uncertain future makes it difficult to recruit new students into the Social Service Aide Program.

As noted above, funds are very limited. Separate funding grants continue to assist the TAP and MHP. The life of the SSAP will depend in part on the additional funds that can be secured,now that the pilot project is terminated.

Prairie State College personnel are continuing to meet with the statewide Task Force on Articulation. The growth of the capstone universities will also foster the transfer and articulation of Human Services courses. Proficiency exams are in the process of being developed. Prospects are thus good that pilot goals will eventually be achieved in these aspects.

We are less optomistic that the public high schools will move in the direction of adding Human Services. Some administrators seem content with or resigned to their current vocational offering; others are more enthusiastic about Human Services but as yet seem unable to locate the resources to institute new programs.

RECOMMENDATIONS

1) Program personnel--coordinators, faculty, counselors--should have experience or at least broad exposure to the human services world of work. Academic qualifications and experience are less important than knowledge and skills in a variety of work situations. Coordinators, in particular, should have sufficient contacts with client populations of potential employers that they can evaluate placements.

2) It should be recognized from the beginning that students will need special help in developing literacy skills. Other educational and training programs have "solved" the deficiency by screening out applicants who have difficulty in reading and writing. Prairie State saw such a solution as being short-sighted and set about developing tutoring programs, new materials and new classroom techniques. Several colleges represented at the May 6 & 7 Conference has also accepted the challenge and had instituted special tutoring and reading centers. It should be noted that, despite relatively low levels of reading and writing skills, the students were capable of conceptual handling and actual application of fairly sophisticated concepts.

The task analysis demonstrated that many aides need basic literacy skills in their work; all need such skills if they are to advance within the human services structures. The "regular" English courses have been found to be inadequate and are often harmful to students' motivation. An interdepartmental Communications course or adjunctive tutoring are better vehicles. The use of a Phonics approach was highly successful at Prairie State; it can be introduced on an adult level and avoids the demeaning use of primers and "Run, Spot, Run" types of materials.

3) Courses developed out of task analysis have both theoretical and practical aspects. Rather than introduce the theoretical content first and then the application, or vice versa, it is advisable to

maintain a constant interplay of the two types of elements. Role-play and other experiential techniques have proved to be popular (with the students) and effective.

4) The job descriptions and roles that aides will play should be as clear as possible. Coordinators and faculty who attempt to remold agencies and organizations by educating students to be "change agents" should also ensure that students understand the nature of forces operating within organizations.

5) Continuity is an important factor in building new programs. Support is needed within the college, within the educational structure, and within the community. Associations of "New Careerists," client populations, and community groups can be powerful allies--or opponents. The coordinator or faculty which cannot balance the often conflicting aims of these many sectors of the human services will not be able to counsel human services workers to make best use of their skills and ambitions.